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# EVERY-DAY SPELLER

FIRST BOOK

O'SHEA-HOLBROOK-COOK

THE BOSTON SPELLER COMPANY

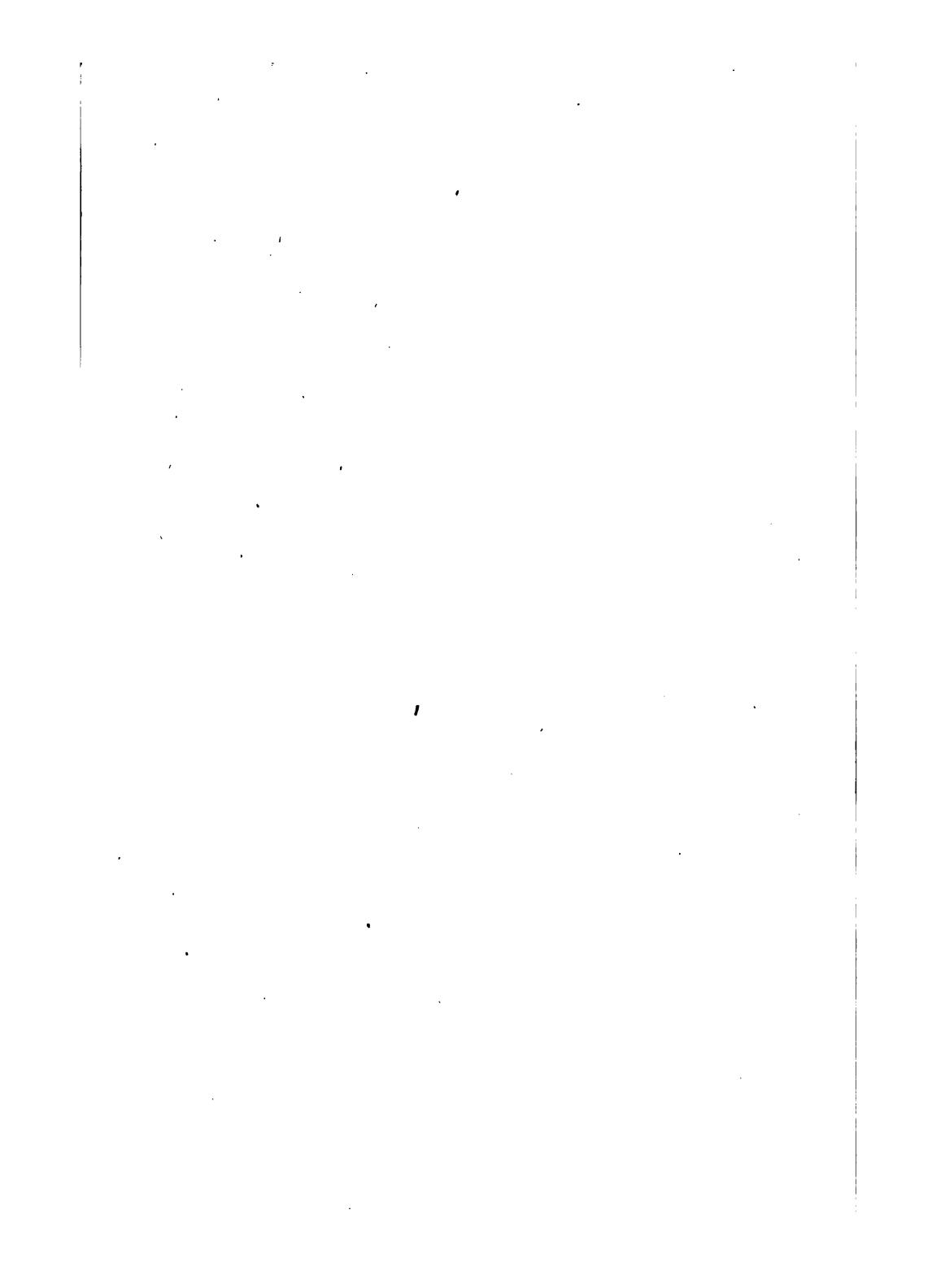
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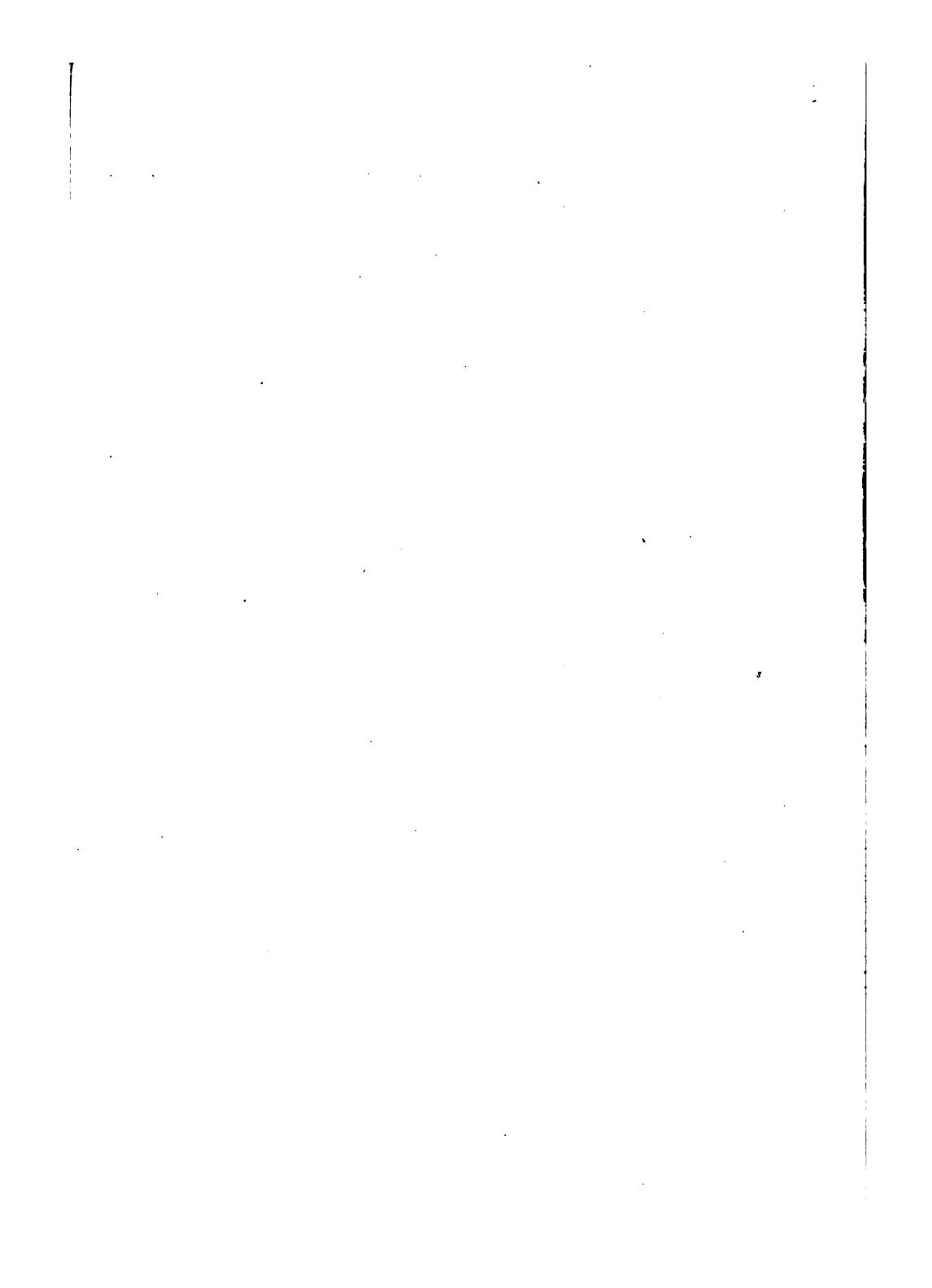
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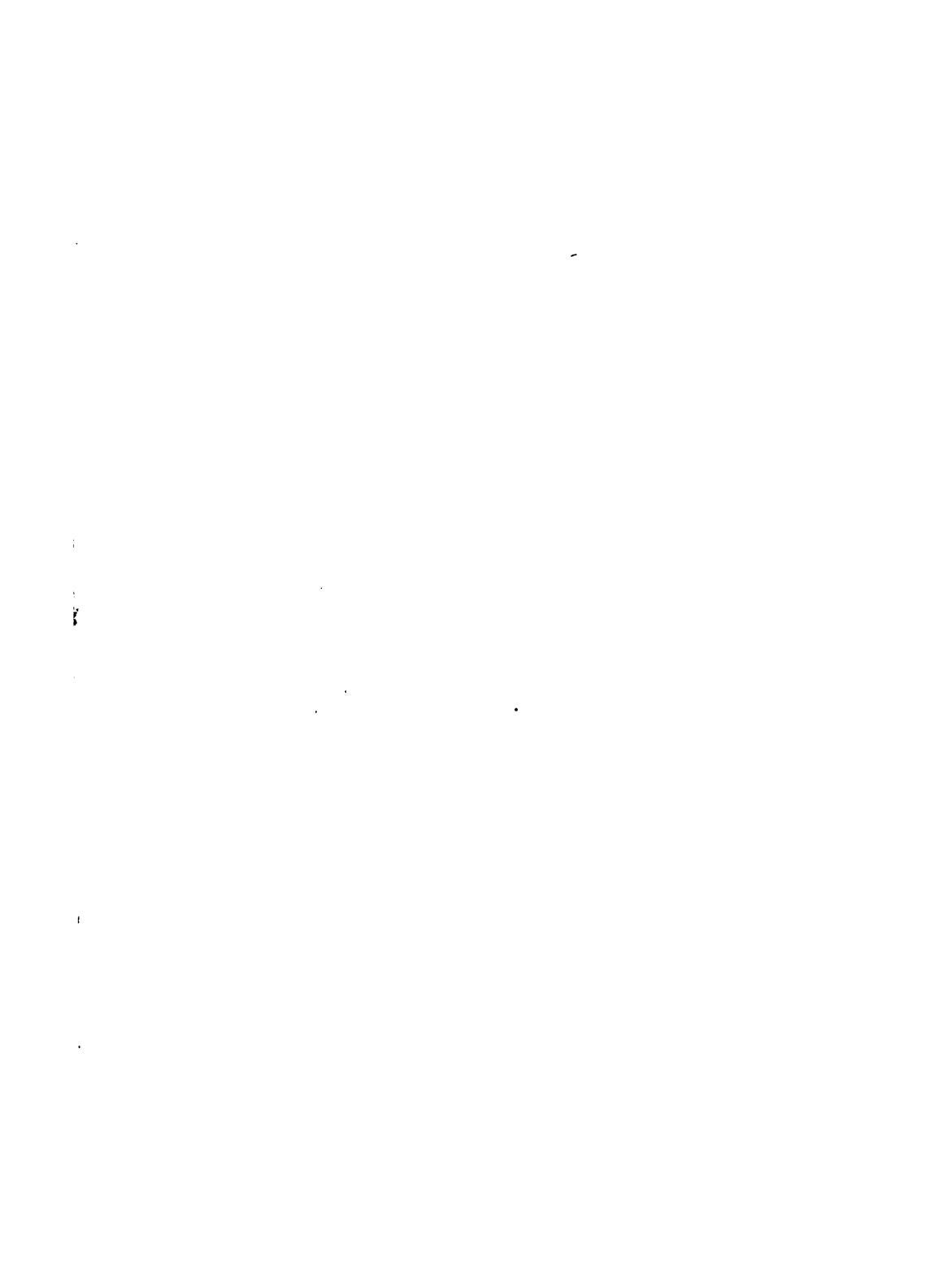


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## **EVERY-DAY SPELLER**







BOYS' AND GIRLS' ALPHABET

# EVERY-DAY SPELLER

## FIRST BOOK GRADES ONE AND TWO

*By*

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*Suggestions to Teachers in Books II, III and IV*

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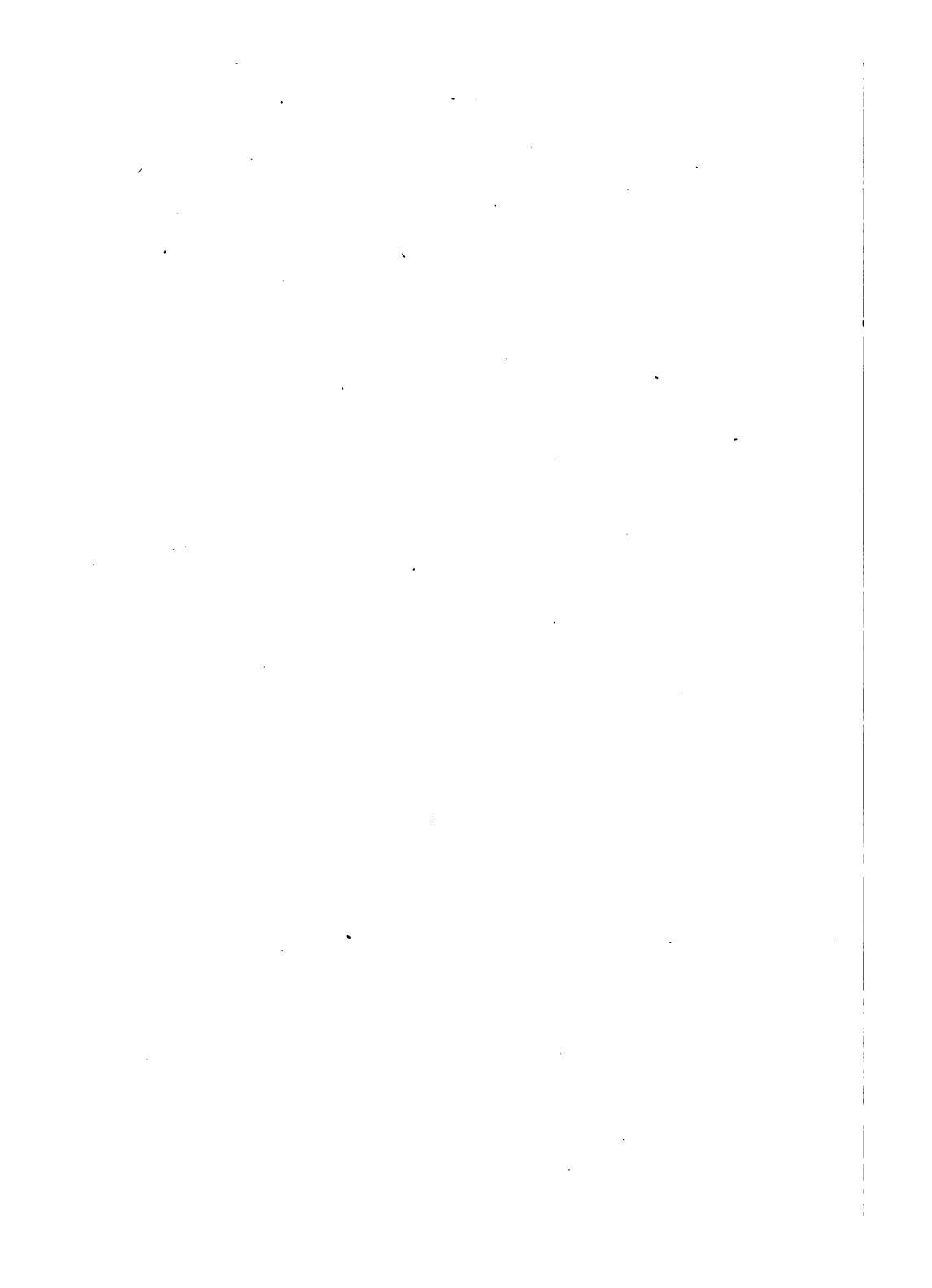
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## FOREWORD

These Every-day Spelling books have been prepared in view of the results of extensive experience with the teaching of spelling, and also of the conclusions of recent investigations respecting (1) the words which should be taught in the elementary school because they are likely to be used by the majority of people in every-day life; (2) the ways in which a pupil learns to spell most readily and effectively; and (3) the crucial parts of difficult words to which the learner needs to give particular attention. At the close of the Second, Third and Fourth Books there is given a detailed presentation of all the principles and methods upon which the books are based, and the teacher is referred to this statement for information regarding the grounds upon which words have been chosen for the different grades, and the various methods of teaching them. It will be enough to say here that the authors have endeavored to make spelling books which are closely adapted to the practical needs of pupils and teachers in elementary schools. Every word included in these books has been carefully examined with respect alike to the probability of its being of practical value to pupils, and the methods of presenting it so that it can be readily and accurately used when once learned.

To Cecelia Hefter, Mary Murray, Katherine Ward, May Peaslee, Annie L. Reid and Mary E. Pierce, teachers of Forestville School, the authors express their gratitude for valuable assistance in preparation of these volumes.

THE AUTHORS.



# **EVERY-DAY SPELLER**

**GRADE ONE**



## THE BAND OF HAPPY CHILDREN

Here are the children, in all twenty-six,  
Ready for play and for all funny tricks;

But now they are going to learn how to spell,  
We hope they will study their lessons so well,

That when they are older and have to leave school  
They will know all exceptions to every rule.

**A** is for Alice, our baby so bright,  
Who plays all the day and sleeps all the night.

**B** is our big Ben, so strong and so true,  
He always is willing a kindness to do.

Carrie is little and sunny and sweet.  
She runs to and fro with quick, willing feet.

Dan is my friend, he is sturdy and strong,  
He is never afraid, except to do wrong.

Ella is dainty and quiet and quaint.  
Some say that her face is as sweet as a saint.

Fred has a temper that's hard to subdue,  
But rule it he will and turn out "true blue."

Genevieve always is ready for fun,  
Even before all her lessons are done.

## EVERY-DAY SPELLER

**H**arold is sometimes quite ready for play,  
But likes best to roam in the woods far away.

**I**rene is a princess just out of a book;  
She always is reading in some cozy nook.

**J**ames likes to hear of the heroes so bold,  
And wishes he lived in the brave days of old.

**K**ate tosses her curls and says that to-day  
For her is the best time,—so happy and gay.

**L**eonard declares that when he's a man  
A fireman he'll be, or a brave policeman.

**M**ary is mama's good little girl,  
Whose hair is so smooth, without any curl.

**N**at is so clever, so witty and smart,  
With smiles and cute ways that steal into your heart.

**O** is our Ora who learns to bake pies,  
And looks at the world with wondering eyes.

**P**eter the Great, we call our big brother;  
He is good to us all, and the *best* boy to mother!

**Q**ueenie, he named his tall stately sister;  
*He* says she's a queen, and none can resist her.

**R**obert can never be quiet and still;  
He works when he works, then plays with a will.

Susie is always as still as a mouse,  
You never would know that she's in the house.

Tom is the studious boy of the lot.  
His writing is plain, without any blot.

Ursula says her name means a *bear*;  
Her eyes are like stars and golden her hair.

Vernon when riding on horseback is fine;  
His horse is jet black,—the gray one is mine.

Willa is father's own daughter, for she  
Is always at home, hard at work as a bee.

Xerxes is named for a great king, you know,  
Who counted his army by thousands for show.

Yvonne, the Good, is the dearest of girls,  
Sweet, loving, and fair as the whitest of pearls.

Zenas, the last, is our pet and our joy,  
The pride of his father, and mother's own boy.

## THE ALPHABET

A	a	a
B	b	b
C	c	c
D	d	d
E	e	e
F	f	f
G	g	g
H	h	h
I	i	i
J	j	j
K	k	k
L	l	l
M	m	m
N	n	n
O	o	o
P	p	p
Q	q	q
R	r	r
S	s	s
T	t	t
U	u	u
V	v	v
W	w	w
X	x	x
Y	y	y
Z	z	z

## LESSON 1



## A I O

O, I see a fly.

## LESSON 2

me

be

we

he

Come to me.

We will be good.

**He** is my boy.

## LESSON 3

no

so

go

lo

**No**, I can not **go**.It is **so** far.

If I had a horse I would ride.

## LESSON 4

it

an

at

in

**It** is eight o'clock.**At** nine o'clock school begins.**In** **an** hour the bell will ring.

## LESSON 5



is

us

as

up

The sun **is up.**

The birds are singing to **us.**

## LESSON 6

on

by

am

my

This is **my** birthday.

I **am** six years old.

Are you **as** old **as** I **am?**

## LESSON 7



to

do

if

of

If I had a ball **of** string, I  
would fly my kite.

**Do** you like **to** fly kites?

## LESSON 8

pa	ax
ma	ox

**Pa** took the **ax** to the barn.  
**Ma** said, "Look out for the **ox**."

## LESSON 9

or	pa pa
up on	ma ma

Once **upon** a time **papa** and  
**mama** and I went to the circus.  
As we went into the circus  
papa said:  
"Have you a dime to buy  
popcorn **or** peanuts?"

## LESSON 10



## THE FIRST LESSON

Baby must learn her letters.  
Then she can read to mama.  
What is that letter, baby?  
Don't you know? That is F.  
See it stand on one foot.  
Do you see a letter that  
stands on two feet?

Note to the teacher: Read this story to the children. Have them name the letters.

## LESSON 11

in to	cat
on to	bat

Great **A**, little **a**,  
Bouncing **B**.  
The **cat**'s in the cupboard  
And she can't see.

## LESSON 12

let	hop
bet	top

Hippity **hop**  
To buy a new **top**.  
Will you **let** me spin it, Tom?

## LESSON 13

man	bad
can	had

As the boy, so the **man**.  
It is better to be good than **bad**.  
They **can** who think they **can**.

## LESSON 14



get

set

bit

hit

**Set** the table, May.

I will **get** the dinner.

Who **bit** my apple?

Do not **hit** my dog.

## LESSON 15

pin	fig
win	dig

I can **dig** with my spade.  
Please give me a **pin**.  
Did you **win** the game?  
Take a **fig**.

## LESSON 16

sun	beg
bun	peg

**Beg**, sir, if you want the **bun**.  
Now lie down in the **sun**.  
I will play with my **peg** top.

# EVERY-DAY SPELLER

## LESSON 17



hen

art

I had hen and art with  
my breakfast.

Hooper said "The sky is  
blue."

hen

pen

## LESSON 18

the

the

the the the the the  
the the the the the

the

the

## LESSON 19



What time of year is it?

What has the mother made?

Note to the teacher: Ask other similar questions. Have the children make up a story about this picture. Teacher will write the story on the board.

## LESSON 20

she	dry
the	cry

**Dry** your eyes, baby.

Mama is coming.

**She** says, "Do not **cry**."

## LESSON 21

cap	rub
nap	tub

Baby has her new **cap** on.  
By and by baby will take a **nap**.  
**Rub-a-dub**, in the **tub**.

## LESSON 22

fan	mad
ran	sad

Nan **ran** for her **fan**.  
Do not be **sad**.  
She found it on the table.

## LESSON 23

dip	wet
tip	yet

Do not **tip** the boat.  
You will get **wet**.  
Please **dip** out the water.  
We are not home **yet**.

## LESSON 24



pig

mop

rig

sop

The little **pig** spilled the pan  
of water.

Can you **sop** it up with a  
**mop**?

See how **mad** he is!

## LESSON 25

fat

ten

rat

men

The **fat rat** is in the bag  
of meal.

Run for him, Pussy!

How much is **ten** less one?  
The **men** will **fry** the fish.

## LESSON 26

fry

cut

try

nut

If at first you don't succeed,  
**Try, try** again.

Neither you nor I can do  
well, unless we **try**.

## LESSON 27



bar

for

car

nor

Please **cut** a piece of **nut** cake **for** me.

I will take this **bar** of soap and wash my hands  
before I eat.

I **fed** my dog, too.

## LESSON 28

bag	fed
tag	red

This is "tag day."

A lady tagged me as I sat down in the car.  
I opened my bag and gave her ten cents.

## LESSON 29

sin	cup
fin	pup

The pup will drink from the cup.  
How many fins has a fish?  
Do you know the story of "The  
Little Red Hen"?

## LESSON 30



Name everything in the picture.

Write the list on the blackboard.

### THE BILL OF FARE

Turkey! Oh, a great big fellow!  
Fruits all ripe and rich and mellow.  
Everything that's nice to eat,  
More than I can now repeat—  
That's Thanksgiving.

*Eugene Field.*

Note to the teacher: Read *The Bill of Fare* to the class.

## LESSON 31

pan

hat

tan

sat

Papa and mama and May are going to a picnic.  
Mama says, "Put on your **hat**, May, or you  
will **tan**."

Papa will catch some fish **and** will fry them  
in a **pan**.

## LESSON 32

and

job

end

mob

Can you spell to the **end** of the book?  
Make a good **job** of your work, my boy.

## LESSON 33

rag

lip

wag

sip

I have a **rag** doll.

She has blue eyes and red **lips**.

Did you see the dog **wag** his tail when he saw her?

## LESSON 34

big

tap

wig

sap

Little by little we grow to be **big**.

Can you **tap** the bell?

There is no **sap** in the tree.

## LESSON 35



hot

fun

lot

run

It is **fun** to **run**.

But it makes one **hot**.

Can you **run** across the big **lot**?

I will **sip** a little water to  
make me cool.

## LESSON 36

hog	far
dog	mar

The **dog** can run **far**.

The **hog** can run too.

Old Mother Hubbard  
Went to the cupboard  
To get her poor **dog** a bone.

## LESSON 37

sit	did
pit	hid

Tom **hid** my ball in a **pit**.

I **did** not find it.

**Sit** down, Ben, and write your spelling.  
Do not **mar** your desk with your pen.

## LESSON 38

wax

box

tax

fox

Mama gave me a **wax** doll.

It can nod its head.

I like to hug my doll.

She gave Ned a **box** of blocks and a bat.

## LESSON 39

pat

rod

mat

nod

**Pat-a-cake, pat-a-cake**

Baker's man.

Bake me a cake as fast as you can.

Wipe your feet on the **mat**.

The **rod** is made of iron.

## LESSON 40



Merry Christmas, mama!  
Santa Claus came last night.  
See what he brought me!  
I like this dolly best.  
May I eat some candy after breakfast?  
I wonder what is in the toe of my stocking.

## LESSON 41

sky

hug

spy

tug

The sun is in the **sky**.I can play "I **spy**."Has the **fox** sharp eyes?Did you ever see a **tug**?

## LESSON 42

mix

gem

fix

hem

Little drop of dew

Like a **gem** you are.

I believe that you

Must have been a star.

Note to the teacher: Read this poem to the class, having the children spell the two- and three-letter words. Later it may be copied as a writing lesson, or written as a dictation exercise, the teacher writing the difficult words on the blackboard.

## LESSON 43



bug

nut

dug

put

The big **bug** **dug** a big hole.  
Then a squirrel **put** a **nut** in it.  
Can you name any **nut** trees?

## LESSON 44

lap	not
nap	got

Take a **nap** in mama's **lap**, baby.  
Mama's pet must **not** cry.  
I **got** up early to fly my kite.  
Will you please fix the string, papa?

## LESSON 45

but	jog
hut	log

Abraham Lincoln lived in a **log hut**.  
**But** he became a great man.

## LESSON 46

leg	see
keg	fee

My pug dog has a lame **leg**.  
He hurt it on that **keg**.

## LESSON 47



pug

law

jug

jaw

Bring me a **jug** of cream, Will.  
Mother will make a cake.  
**Hem** your dress, May.  
I **see** a rip.

## LESSON 48

now	gas
bow	has

Papa **has** lit the **gas**.

**Now** we can study.

Do you know your spelling?

We made **puns** in school to-day.

## LESSON 49

boy	gun
joy	pun

Mama's **boy** is a peace soldier.

He does not carry a **gun**.

He is mama's **joy** and pride.

Little children love one another.

## LESSON 50

**WINTER**

I like the winter,  
With its ice and snow,  
And the sparkling snowflakes  
Wherever we go.

**NIGHT**

The moon is sailing in the sky,  
The night is very cool,  
The little stars are passing by,  
I see them in the pool.

## LESSON 51

mug

saw

rug

paw

I **saw** a dog with a lame **paw**.

He was on the **rug** in the hall.

I gave him some water in a **mug**.

## LESSON 52

how

him

cow

his

I said, “**How** do you do?” to **him**, and  
he took off **his** hat.

See the **cow** chew her cud!

See her jaws move!

## LESSON 53

yes	fit
bus	put

Do you like to ride in a **cab**?

**Yes**, but I like to ride in a **bus**, too.

It is a joy to ride out into the country.

## LESSON 54

cab	ask
rob	ink

Did you **ask** me for **ink**, May?

Yes, mama.

It is a sin to **rob** a bird's nest.

Is it right to kill the mother bird?

## LESSON 55

kid	rib
pad	rip

The **kid** is with the goat.  
I have a **pad** of paper.  
Can you feel your **ribs**?

## LESSON 56



map	toy
pop	six

Hear the corn **pop**.  
I have **six toys**.  
Teacher showed us a **map**  
of the world.  
Do you know all the flags?

## LESSON 57

all	add
ill	egg

By doing nothing we learn to do ill.

All that you do,  
Do with your might.  
Things done by halves  
Are never done right.

## LESSON 58

bed	pay
old	day

I am seven years old **to-day**.  
I am too **old** to stay in **bed** long.  
Can you **add** six and two?  
How many **eggs** in a dozen?

## LESSON 59

say	way
lay	hay

Make **hay** while the sun shines.  
Hens **lay** eggs.  
What did you **say**?  
I will **pay** five cents for that pencil.

## LESSON 60



I love the name of Washington,  
I love my country too.  
I love the flag, the dear old flag,  
With its red, and white, and blue.

George Washington, first in war, first in peace, and  
first in the hearts of his countrymen.

Note to the teacher: Read the story of *George Washington and His Hatchet* to the class. Have the children reproduce it orally, the teacher writing the sentences on the board. List the two- and three-letter words for a spelling lesson.

## LESSON 61

our	fly
out	tin

Baby bye,  
Here's a **fly**.

We will watch him, you and I.

To-day we went **out** to the woods.

We walked a long way.

Mama carried **our** lunch in a **tin** box.  
She carried water in a glass **jar**.

## LESSON 62

jay	gay
jar	may

See the blue **jay**.

How **gay** he is!

Maybe he will build a nest in our tree.  
What a **joy** it is to watch the birds!

## LESSON 63

low	was
row	gum

Sweet and **low** the birdies sing.

**Was** that a "good night" song?

How nice it is to **row** in the moonlight!

## LESSON 64



of  
off

be  
bee

Said the baby to the **bee**,  
"Good morning, Mister Bee,  
I am but a little baby,  
And you'll please to let me **be**!"  
To the baby said the **bee**,  
"If I am to let you **be**,  
I will let you **be** a baby,  
For you can not **be** a **bee**."

Note to the teacher: Read the poem to the class. Have pupils spell the words they know.

## LESSON 65

to

we

too

wee

I go **to** school.

Ben goes, **too**.

**We** read and spell.

My **wee** sister goes to kindergarten.

Teacher says, "Do not chew gum."

## LESSON 66

are

her

one

fur

We **are** in the First Grade.

**One** and **one** are two.

**One** half of two is **one**.

My cat has soft **fur**.

She keeps **her** **fur** clean.

## LESSON 67

sir	you
fir	your

Will **you** bring me **your** book, Will?

Yes, **sir**.

See the picture of the **fir** tree!

## LESSON 68

met	rap
pet	hum

The **pet** dog **rap**s with his tail.

He **met** the man at the door.

**Hum**, busy bees.

**DICTION FOR REVIEW****LESSON 69**

Has the sun set?  
No, it is not six yet.  
We go to bed at six.

**LESSON 70**

I see a big bee.  
It hums and hums.  
Fly far off, big bee!  
See the bees fly!  
The bees hid the wax.  
We can not see it.

**LESSON 71**

See the big dogs! How they run!  
The boy has a fox.  
The fox can run, too.  
My papa is a big man.  
He can run far.  
I can run, too.  
I can run to the car.  
Let us run, May.

**LESSON 72**

See the cat run!  
She is my cat.  
The cat ran for the rat.  
The rat ran into the pig-pen.  
Can you see her?  
No, I see the pigs, but I can not  
see the cat.

**LESSON 73**

Joe has his big dog.  
See him beg for the ham.  
Get off the box and run to me, sir!  
Did he get it?  
Not yet. Let him beg for it.

**LESSON 74**

Let us all sit on the log.  
Sit by me, May.  
Isn't this fun?  
Did you see my bag?  
It has a rip in it.  
The top of my bag is red.  
See my top, May. My top is red, too.

## LESSON 75



Let us dig a pit and ask mama if  
we may put hay into it for a bed  
for Joe's dog.

Run to mama, May, and ask her.  
Now, let us dig.

My! how big the pit is!

Now let us put the hay in it.  
Beg now, sir, for the bed of hay.

Let me pat him, Joe.

His paws are wet, May.

## LESSON 76

I see the wee bud. It is a red bud.  
You are wee too, May. Mama says you  
are her wee bit of joy.

The pug dog is too far off; go and get  
him, Joe.

Get off the mat, sir! You are too wet.  
The cat's fur is not wet.

One day I was in the car and I saw a bat.  
Did you see the bat, too?  
No, I did not see it.

Go to papa, May, and ask him to get the  
eggs,—Are you ill, papa?  
No, my pet. I am not ill, but it is hot  
in the sun.

Can you add one and one, May?  
No, I can not add at all. I am too wee,  
mama says.

But Joe can add one and one, and six and  
six.

Joe is a big boy. All big boys can add.

**LESSON 77**

Joe! May!

Yes, sir!

Yes, papa!

Let us go in now. Mama says, "To bed, to bed."

Oh, papa!

Let us sit up a wee bit; do, papa!

No, no, my boy. In we go! The sun has set and mama asks us to get the rug and the mat.

Run, all of you, and I may try, too. Let us see if I can win!

You did not try to win, papa, so Joe did. Mama, did you see papa run?

Yes, I saw you all; my man-joy, my boy-joy, and you, May, my wee-joy!

And you are our mama-joy, the big joy of all.

## ALPHABETICAL GRADE LIST

a	box	dug	got	if
add	boy	egg	gum	ill
all	bud	end	gun	in
am	bug	fan	had	ink
an	bun	far	ham	into
and	bus	fat	has	is
are	but	fed	hat	it
as	by	fee	hay	jam
ask	cab	fig	he	jar
at	can.	fin	hem	jaw
ax	cap	fir	hen	jay
bad	car	fit	her	job
bag	cat	fix	hid	jog
bar	cow	fly	him	joy
bat	cry	for	his	jug
be	cup	fox	hit	keg
bed	cut	fry	hog	kid
bee	day	fun	hop	lap
beg	did	fur	hot	law
bet	dig	gas	how	lay
bid	dip	gay	hug	leg
big	do	gem	hum	let
bit	dog	get	hut	lip
bow	dry	go	I	lo

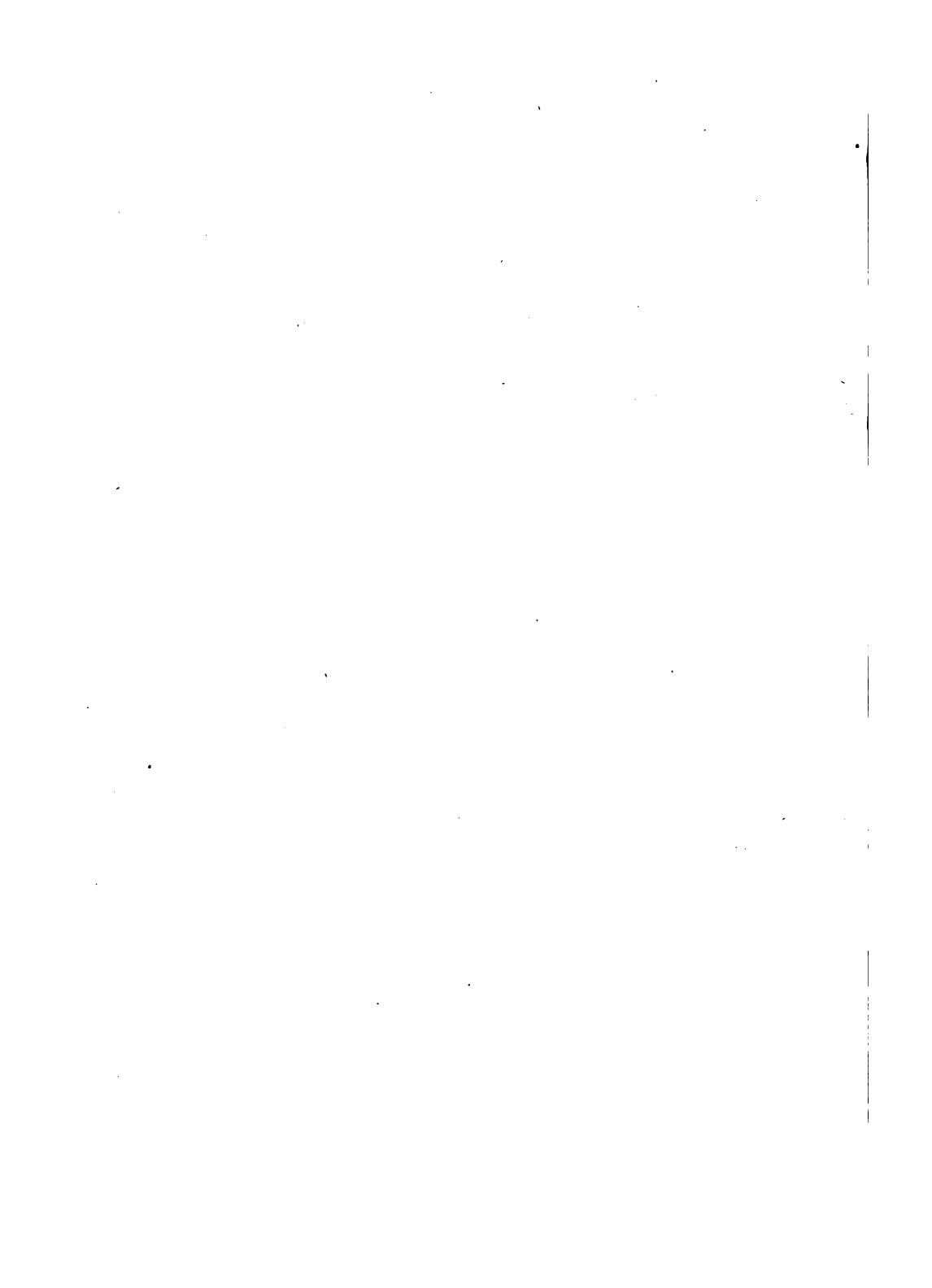
log	not	pig	sap	tip
lot	now	pin	sat	to
low	nut	pit	saw	too
ma	O	pop	say	top
mad	of	pug	see	toy
mama	off	pun	set	try
man	old	pup	she	tub
map	on	put	sin	tug
mar	one	rag	sip	up
mat	onto	ran	sir	upon
may	or	rap	sit	us
me	our	rat	six	wag
men	out	red	sky	was
met	ox	rib	so	wax
mix	pa	rid	sop	way
mob	pad	rig	spy	we
mop	pan	rip	sun	wee
mud	papa	rob	tag	wet
mug	pat	rod	tan	wig
my	paw	row	tap	win
nap	pay	rub	tax	yes
no	peg	rug	ten	yet
nod	pen	run	the	you
nor	pet	sad	tin	your

**COMPOUND WORDS**

axman	hat-box	pop-gun
beeswax	hog-pen	rag-bag
below	kidnap	ragman
byway	madman	saw-fly
cabman	maybe	sawlog
cat-nap	outfit	seesaw
catspaw	outgo	Sunday
cowboy	outlay	sundry
dugout	outlet	sunset
far-off	output	tenpins
forget	pay-car-	tip-top
gas-man	pay-day	to-day
hat-pin	pig-pen	upset

# **EVERY-DAY SPELLER**

**GRADE TWO**



# I

## LESSON 1

**E** is silent, but it makes  
The other vowel long;  
Add **e** to **cap**, it then is **cape**,—  
This makes a little song.

far	bit	can	car
fare	bite	cane	care

Do you **care** to go to the park, Fred?

It is not **far**.

We shall take the **car**, and I will pay your  
**fare**.

It is a fine day to go, and the air will  
cure your headache.

We shall not stay late.

## LESSON 2

cur	cut	bar	fin
cure	cute	bare	fine

Your head is **bare**; put on your **cap**.

How **cute** May looks!

She has on her new **cape** and **hat**.

Mama made a **fine** cake.

I **hope** she will **cut** a little **bit** for us.

## LESSON 3

fir	hat	hop	not
fire	hate	hope	note

Once I saw a little bird  
Come **hop, hop, hop.**  
And I said, "Little bird,  
Will you stop, stop, stop?"

My dog is **not** a **cur**, and he will not **bite**.  
How many **fins** has a fish?  
Write a **bar** of music, and use quarter **notes**.

## LESSON 4

tap	din	hid	mad
tape	dine	hide	made

The children were playing **hide** and **seek**.  
Tom **hid** behind the **fir** tree.  
Fred could **not** find him.  
Then Tom **made** Fred **hide**.  
"It is time to **dine**," called papa; "ride home  
on Ben's back."

## LESSON 5



mat	rat	rid	rod
mate	rate	ride	rode

A **rat** ran under the **mat**.

I hope pussy will **rid** the house of **rats**.

I have a candy **cane**.

See the **fire** burn.

Love the right; **hate** the wrong.

**Tap**, **tap**, **tap**; some one is knocking.

Sing, little bird, to your **mate**.

John **rode** horseback.

This **tape** is blue, and it will **fade**.

## LESSON 6

face	bake	lame	tade
lace	cake	name	made

Put some **lace**  
Around her **face**.

I will **bake**  
A little **cake**.

The boy is **lame**;  
Tom's his **name**.

Note to the teacher: Have children make up little verses.

## LESSON 7

pale	date	save	same
sale	gate	wave	tame

The moon is **pale**.  
What is the **date**?  
That car is for **sale**.  
My bird is **tame**.

Note to the teacher: Have children make verses, using all the words in this list.

## LESSON 8

dare	tile	ice	side
fare	file	rice	wide

**Dare** to do right,  
**Dare** to be true.

The man and his **wife** came  
in the **side** gate.  
How **wide** is that **tile** floor?  
Do you like **rice** pudding?  
Please lend me a **file** to cut  
this rod in two.

## LESSON 9

life	sore	cure	nose
wife	more	pure	rose

Blessed are the **pure** in heart, for they shall  
see God.

**Save** your **life**, my boy.  
How red your **nose** is, Will!

Is it **sore**?  
No, I have been on the **ice**.  
I like to skate **more** than anything else.

## LESSON 10



Note to the teacher: Have the children make up poems, composite and individual, about swinging, the seasons, childhood, birds, the woods.

## POEMS BY CHILDREN

The winter's past,  
I say, at last.  
The spring is here—  
It brings us cheer.

Springtime is going,  
Summer is near.  
Sweet winds are blowing—  
I wish you were here.

The trees are bending down their heads,  
The grass is growing tall,  
The songs of birds are heard again,  
I hear their merry call.

### LESSON 11

lake        came        gave        pike  
make        game        cave        like

Once the boys went to the **lake** shore.

They slept in a little **cave**.

“Let us **make** a fire and cook the **game** that father brings home,” said Fred.

“I **like** to eat in the woods.”

“I caught a big **pike**,” said Ralph.

“Father **gave** me my new rod and line.”

## LESSON 12

wire	pipe	bone	line
hire	wipe	tone	mine

The bird is **mine**.

He is in a **wire** cage.

Smoke the peace **pipe**.

“**Wipe** your feet,” said the teacher, when the boys came in.

How many **bones** have you?

Did you **hire** the same man to work for you?

Your piano has a sweet **tone**.

## LESSON 13

mile	rope	page	dime
pile	hope	wage	time

Frank lives a **mile** away.

I have a jumping **rope**.

Ten **dimes** equal one dollar.

What **time** is it?

What **page** are we on?

Is it right to **wage** war?

## LESSON 14



joke	dive	pole	rake
woke	hive	hole	sake

Can you tell a **joke**?

**Dive** for the ball, Rover.

See the honey in the bee**hive**.

**Rake** up the yard, boys.

Willie **woke** up late.

Do it for my **sake**, dear.

My fish-**pole** stuck in a **hole**.

## LESSON 15

home	case	nine	nice
dome	base	pine	mice

Be it ever so humble,  
There is no place like **home**.

I have a **nice** pile of **pine** cones to  
burn in the fire.

**Nine** and **nine** are eighteen.

Be as still as **mice**.

The church has a **dome**.

Put the book in the book**case**.

## LESSON 16

take	rise	late	race
wake	size	kite	safe

**Take** a walk.

**Wake** up.

See the sun **rise**.

Do not be **late** for school.

What **size** are your gloves?

Note to the teacher: Have the children make sentences with  
the following words:

**kite**, **race**, **safe**

**Write the sentences on the blackboard.**

II  
LESSON 17

back	flag	camp	salt
pack	drag	damp	halt

There are many **flags** of many lands.

There are **flags** of every hue.

But there is no **flag**, however grand,  
Like our own red, white and blue.

The man has a **pack** on his **back**.

He is going to **camp** out.

He will **drag** his tent to the hill, where it is not **damp**.  
“**Halt**,” he said to his horse. He should have said,  
“Whoa.”

## LESSON 18

lad	plan	rang	card
glad	than	sang	hard

The **lad** **rang** the school bell.

The children **sang** a song.

The lessons were not **hard**.

I am **glad** you know your lesson.

It is a good **plan** to study.

Then you will get a good report **card**.

Know more to-day **than** yesterday.

## LESSON 19

band	bank	cash	flat
hand	tank	hash	that

We are a **band** of happy children.

**That** is your right **hand**.

Have you **cash** in the **bank**?

Mother made some **hash** and put salt in it.

The base of the **tank** is of iron.

**That** **flat** is for rent.

## LESSON 20



Can you make a Jack-o'-lantern?

What **Hallowe'en** games do you know?

What does **Hallowe'en** mean?

## LESSON 21

fast	farm	bath	barn
last	harm	path	darn

At **last** we are at the **farm**.

See the dog run down the **path** to the **barn**.

He will not **harm** you.

He will take a **bath** in the creek.

How **fast** he runs!

He has a collar around his **neck**.

See the **scar** on his back.

A **cart** ran over him.

## LESSON 22

land	sack	lard	grip
sand	tack	yard	ship

Little drops of water,

Little grains of **sand**,

Make the mighty ocean.

And the pleasant **land**.

**Darn** the hole in your **sack**.

**Tack** up a **yard** of bunting.

Buy a pound of **lard**.

Come and play in my **yard**.

Take your **grip** on the **ship**.

## LESSON 23

test	neck	mash	hark
vest	peck	sash	mark

**Hark, hark,** the dogs do bark,  
The beggars are coming to town;  
Some in rags, and some in tags,  
And some in velvet gowns.

We shall have a spelling **test** to-day.  
George has a new **vest**, and Mary a new **sash**.  
I want a **peck** of apples.  
**Mash** the potatoes.

## LESSON 24

skip	scar	part	belt
slip	star	cart	felt

Twinkle, twinkle, little **star**,  
How I wonder what you are  
Up above the world so high,  
Like a diamond in the sky.

Do not **skip** a word.  
Give me a **part** of that ribbon, and I will  
make a **belt** for you.

## LESSON 25

bend	bent	nest	sick
tend	rent	best	pick

**Bend** the bow.

**Tend** the baby.

**Rent** the house.

**Pick** a rose.

See the bird's **nest**.

Are you **sick**?

Do your **best**, your very **best**,

And do it every day,

Little boys and little girls.

That's the wisest way.

## LESSON 26



swim      mild      just      snap  
trim      wild      dust      slap

Can you **swim**?

Will you **dust** the books for me?

Is the lion **wild**?

**Slap** your hands to warm them.

**Just** a little every day,  
That's the way.

**Snap** went the stick when he bent it!

Pick it up, Rover.

You run so fast you will **slip**.

## LESSON 27



hang	rung	sent	rest
gang	lung	tent	west

When the sun is in the **west**  
Little birdies go to **rest**.

Mother **sent** me on a long **trip** in the cart.

## LESSON 28

bind	milk	wing	trip
find	silk	king	whip

I like **milk**.

Mama has a **silk** dress.

Did you **find** my **whip**?

The bird hurt its **wing**.

**Hang** up your dress, little daughter.

How many **lungs** have you?

**Bind** the coat with braid.

## LESSON 29

stop	blot	much	bump
drop	spot	such	jump

Do not **jump** too **much**.

If you **drop** ink it will make a **blot**.

**Such** a **bump** on his head!

I **sold** my sled.

It is not the **kind** I like.

I want a **long** one this year.

Look out for that **rock** when you coast.

## LESSON 30



Note to the teacher: Have the children make a spelling lesson based on the picture. Write the words on the blackboard.

Game: One child leaves the room.

The children choose a word.

The child returns and says, "Is it orange, o-r-a-n-g-e?"

Answer: "No, it is not orange, o-r-a-n-g-e."

And so on through the list.

## LESSON 31

chip	sold	fond	lock
clip	told	pond	rock

Jack threw a **chip** into the **pond**.

He **told** Rover to get it.

He is **fond** of his dog.

I call my dog "**Spot**."

He is a good watch dog, so I do not **lock** him up at night.

I like a dog that will **mind**.

## LESSON 32

long	ring	kind	fish
song	sing	mind	dish

**Sing** a **song** of six-pence,

    A pocket full of rye,

Four and twenty blackbirds

    Baked in a pie.

When the pie was opened

    The birds began to **sing**.

Wasn't that a dainty **dish**

    To set before a king?

## LESSON 33

gold	luck	burn	hung
cold	tuck	turn	sung

All is not **gold** that glitters.

**Turn** over a new leaf.

See the fire **burn!**

It is a **cold** day.

I am in **luck**.

My paper was **hung** up.

## LESSON 34

bush	drum	pump	fork
push	plum	lump	pork

A bird in the hand is worth two in the **bush**.

Beat the **drum**.

**Pump** the water.

**Push** the baby buggy.

**Lift** the **pork** with a **fork**.

Tuck a **plum** in your pocket for recess.

## LESSON 35

shop	hold	post	art
chop	fold	most	tart

**Chop** the wood.

**Hold** the baby.

**Fold** the paper.

**Post** the letter.

Keep thy **shop**, and thy **shop** will keep thee.

Clip out that picture for your **art** scrap book.

## LESSON 36

form	lift	help	thin
club	gift	hold	spin

I have a **gift** for you.

**Hold** out your hand.

It is a new top.

Can you **spin** it?

**Help** me make these **tarts**, dear.

Put in a **lump** of butter, and roll the crust **thin**.

## LESSON 37



sort	past	skin	word
fort	cast	twin	work

We made a snow **fort**.

It was hard **work**.

But it is the **sort** of **work** I like.

Can you **lift** up that big ball of snow?

Do not **skin** your hand.

You are a strong boy, Jim.

You have done **most** of the **work**.

## LESSON 38

hunt	desk	wish	want
hurt	deck	wind	warm

The north **wind** doth blow,  
And we shall have snow,  
And what will poor Robin do then,  
    poor thing?  
He'll sit in the barn,  
And keep himself **warm**,  
And hide his head under his wing,  
    poor thing.

Note to the teacher: Read the above poem in class, write the hard words on the board, and have an oral spelling exercise on the familiar words.

## LESSON 39

ash	hint	mend	rich
wash	dirt	send	inch

Teeter tawter, bread and water,  
**Wash** your dishes, little daughter.

Please **hunt** my mittens, mother.  
I **want** them, for my hands **hurt** with the cold.  
I **wish** I had a new pair.

## LESSON 40



Note to the teacher: Have the children make up a story about the picture, the teacher writing the sentences on the blackboard as the children dictate them. List everything in the picture. Have a spelling match between groups, using the known words. Many of the harder words will unconsciously be learned in this way.

## LESSON 41

step	bird	sink	dark
kept	girl	pink	park

The little **girl** saw a **pink** rose in the **park**.  
A little **bird** **kept** flying over her head.  
**Step** carefully, little **girl**, the nest may be in  
the grass.

## LESSON 42

cent	grab	trot	bald
melt	grin	shut	lamp

May I have this **cent**?  
The ice will **melt**.  
A horse can **trot**.  
Please **shut** the door.  
Is the man **bald**?  
It is better to **grin** than to frown, isn't it?  
Does this horse **kick**?  
Yes; put him in the **shed**.  
A **gang** of men are working on the road.  
Watch **them** pick up that iron rail.  
The boss tells **them** where to lay it.

## LESSON 43

from	this	kick	then
shed	spit	must	them

**This** is the time to spell.

I **must** do my best.

**Then** I shall know my lesson.

I can **form** one word from two words, like **up-on**.

Note to the teacher: Have the children make compound words. Have them make all possible words out of a long word written on the blackboard. These exercises may be used as games.

## LESSON 44

off	cuff	ball	bell
muff	puff	call	tell

**Call** for me to go to school.

Did you hear the **bell**?

Central, please **tell** me the time.

My **cuff** is torn, mother.

Please give me my **muff**.

I shall play with my **ball** at recess.

A **puff** of wind blew my hat **off** yesterday.

## LESSON 45

mess	kiss	loss	fuss
less	miss	moss	muss

When very short words end in **s**,  
Or **f**, or **l**, and also **z**,  
We double each,—**full**, **muff**, and **mess**,—  
You'll not forget this now, I guess.

Ten **less** six is four.  
You did not **miss** that example.  
Do not **fuss**, baby.  
**Kiss** mother and go to sleep.  
Your room is in a **mess**.  
Now do not **muss** your dress.  
A rolling stone gathers no **moss**.  
He sold his book at a **loss**.

## LESSON 46



fall

well

bill

roll

hall

sell

fill

toll

Ding dong **bell**,  
Pussy's in the **well**.

Humpty Dumpty sat on a **wall**  
Humpty Dumpty had a great **fall**.

Please **sell** me the meat, and make out my **bill**.

The **wall** of the **hall** is green.

**Roll** the hoop.

**Toll** the **bell**.

**Fill** the pail **full**.

## LESSON 47

full	hill	tall	doll
pull	mill	wall	dull

Jack and Jill went up the **hill**  
To get a pail of water.

Jack fell down and broke his crown,  
And Jill came tumbling after.

That **tall** boy **will** **pull** **Bell** and her **doll** up  
the **hill**.

All work and no play makes Jack a **dull** boy.  
Take the corn to the **mill**.

## LESSON 48

till	boss	fizz	pass
will	bull	buzz	kill

I want to **pass** for Third Grade.

Where there is a **will**, there is a way.

I **will** work **till** I know my lessons.

The prize **bull** is for sale.

See the soda water **fizz**.

“**Buzz, buzz,**” says the bee.

Thou shalt not **kill**.

## III

## LESSON 49

is	us	gas	as
his	thus	has	was

But there are some words, don't you know,  
That do not like to be spelled so,—  
Is and his, this, us, and thus,  
Gas and has, and as and was,  
If and of, and yes and bus,  
And then sometimes the noisy buzz.

What we must do, let us love to do.

*Coleridge.*

If it is not right, do not do it; if it is not  
true, do not say it.

*Marcus Aurelius.*

Make list of words of two letters.

Make list of words of three letters.

## IV

## LESSON 50



tree	feel	keep	week
free	seem	meet	seek

Rock-a-by, baby,  
On the **tree** top.

There are seven days in a **week**.  
**Seek** and ye shall find.  
Our flag is the flag of the **free**.  
You **look** ill, dear.  
Yes, but I **feel** better now.

## LESSON 51

feet	good	book	hook
need	hood	cook	look

**Keep** to the right, boys.

There are three **feet** in one yard.

Mother has a **cook book**.

Do you **need** a **hood**?

Be **good** and you will be happy.

## LESSON 52

wood	foot	fool	noon
took	roof	cool	soon

Twelve inches equal one **foot**.

It is twelve o'clock at **noon**.

Our desks are made of **wood**.

Soon the days will be **cool**.

The man **took** a ladder up to the **roof**.

There **seems** to be a desk there.

**Meet** me in my **room** after school.

If you eat **good food** you will grow tall.

Have you a button**hook**, Mary?

## LESSON 53

moon      food      room      hoop

**Lady Moon, Lady Moon,** where are you roving?

Note to the teacher: Have the children write poems about the moon, the night, the stars.

## V

## LESSON 54

In some words two vowels unite to form a kind of double sound. Such sounds are called **diphthongs**.

down      gown      lawn      oil  
town      draw      drawn      boil

Mother went **down town** to buy a new **gown**.

**Draw** a picture.

**Boil** the water.

I like olive **oil**.

Can you make **drawn** work on your **lawn** dress?

## LESSON 55



new

blew

drew

they

few

crew

stew

prey

My hat is **new**.

I have a **few** cents.

The wind **blew** hard.

They **drew** pictures.

The lion is a beast of **prey**.

Mother will **stew** a **few** **new** figs.

The **crew** saved all the people from the wreck.

## VI

LESSON 56  
SILENT LETTERS

y—clay, gray, play, pray, stay.

When the cat is **away**  
The mice will **play**.

Mother gave me some **gray clay** to **play** with.  
May I **stay** up a little longer, father?  
Do you **pray** every morning?

What letter is silent in the words in this lesson?  
Write all the words you know ending in **ay**.

## LESSON 57

w—blow	grow	slow	own
crow	show	snow	who

Hear the wind **blow**!  
It is going to **snow**.  
This is my **own** book.  
**Who** will **show** me how to read?  
When I **grow** up I shall be a teacher.  
Hurry up! you are too **slow**.  
Do you know the story of "The **Crow** and  
the Pitcher"?

What letter is silent in the words in this lesson?  
7

## LESSON 58



**Note to the teacher:** Read to the children stories of Washington and his mother. Have the children reproduce orally, then in writing, the teacher spelling the hard words for the pupils.

## LESSON 59

In **why**, **what** and **when**, the **h** is pronounced before the **w**.

**What** is your name?

**When** did you come?

**Why** will you not stay?

Note to the teacher: Teach the meaning of *statement*, of *question*. Have the children give examples orally and in written work.

## VII

## LESSON 60

## COMMON WORDS NOT PHONETIC

one	some	love	live
none	come	move	give

Little children, **love** **one** another.

**Come** to me.

**None** of the children missed, but **some** did not write well.

Never **give** up.

When I **move** in the spring, I shall **live** beside you.

## LESSON 61

lose        done        buy        eye

Do not **lose** your place.

Have you **done** your work?

Please **buy** my flowers.

My dolly can open and shut her **eyes**.

## VIII

## LESSON 62

## REVIEWS IN WORD BUILDING

Review by adding **ing**:

add        tell        do        say  
ask        sell        go        play

By **doing** nothing we learn to do ill.

The children are **playing** ball.

What is Frank **saying**?

Frank is **telling** time.

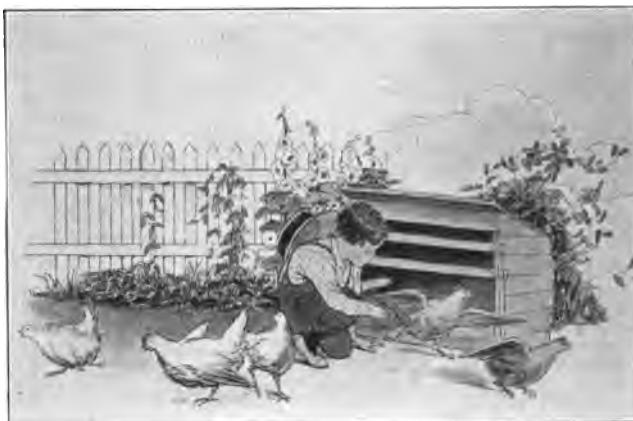
John is **adding** numbers.

Mary is **going** to the blackboard to write.

Tom is **asking** to clean the erasers.

Are you **selling** your house?

## LESSON 63



box	cool	be	cry
end	look	free	spy

There is no use of **crying** over spilt milk.

He is **boxing** the furniture.

That is a good **ending** to your story.

A **cooling** breeze is **blowing**.

You are **looking** well.

He is **freeing** the chickens that were shut up all night.

We can do more good by **being** good than in any other way.

If you've tried and have not won,

Never stop for **crying**;

All that's great and good is done

Just by patient **trying**.

## LESSON 64

post	feel	see	pray
pick	pull	stew	pay

Father is **posting** a letter.

Mother is **stewing** the fruit.

Brother is **pulling** up weeds.

Sister is **picking** some flowers.

Mr. Brown is **seeing** to the workman and  
**paying** him.

Are you **feeling** happy to-day?

I am **praying** for world peace.

## LESSON 65

fix	meet	bow	fry
rent	roll	grow	buy

Father is **frying** fish.

The grass is **growing** green.

A **rolling** stone gathers no moss.

Mrs. White is **fixing** over a dress for me.

Dr. Smith is **renting** a house on Fifth Street.

There is a mass **meeting** to-night.

Mr. Lee is **buying** a house on Calumet Avenue.

## LESSON 66

Drop silent e before adding ing:

make	dine	bake	rise
rake	hate	fade	care

Mother is **making** cake.

Sister is **baking** bread.

The flowers are **fading**.

We can not live without **dining**.

Frank is **raking** up the leaves.

**Loving** is better than **hating**.

Add **ing** to **rise** and **care**, and make sentences.

## LESSON 67

wage	move	like	ride
pile	live	love	hide

Dear Tom,—

I am **living** in the country now. I watch the sun **rising** every morning. I go **riding** every day. Flowers are **growing** around our house.

Please answer my letter.

Your loving friend,

Jack.

I am **piling** wood for the lady who is **moving** in next door.

Add **ing** to **like** and **hide**, and make sentences.

## LESSON 68



Note to the teacher: Have the children make up little stories about the picture. The teacher writes at the blackboard as the children dictate.

## LESSON 69

cut	fit	pet	pin
rub	rap	hug	wet

Double final letter and add *ing*.

Are you **cutting** the cloth?

Is she **rubbing** the clothes?

Who is **lapping** on the door?

Is May **petting** the cat?

Is mother **hugging** the baby?

Mr. Jones is **fitting** a coat for Mrs. Ward.

Who is **pinning** the ribbon on baby's cap?

## LESSON 70

## ABBREVIATIONS

Mr.

Dr.

St.

Mrs.

Ave.

Mr. Henry W. Longfellow

Mrs. Julia Ward Howe

Dr. Evans

Washington St.

Michigan Ave.

## LESSONS 71-77

## REVIEW—READING AND DICTATION

## I



Mama and I went down town to-day to get a doll for May. When we came home, mama gave the doll to her, and she was so glad to have it. The doll's name is Bell. She is my namesake. She can shut her eyes, and can say "Papa" and "Mama." Isn't she cute? Let me take her, May. Do you like to play with dolls, Jane?

Yes, all girls like to play with dolls. I have a big doll my mama gave me last week.

Let us play with them in the back yard. It is so cool out here. Run back into the hall, May, and on the desk you will find a box. It has a muff and a cape and a hat for your doll in it. Take care and do not drop it!

Here is the box. Let me put the cape on my own doll, Bell. Now you may take her if you wish, Jane, and I will play with your big doll.

Here is Joe with his pet dog. What a fine dog he is! His face is so kind. He will not bite us. See how he looks at Joe. He will beg for food, when Joe tells him to. He can run fast and likes to play with a ball. Here is the ball! Now, let him run for it.

The cat runs to me when the dog looks at her. She feels safe in my arms. Let us get a dish of milk for her and a bone for Joe's dog.

Let us play that Joe has a shop and will sell hoops and balls and dolls and kites. How much is the doll, Joe? Nine cents? That is not much for such a nice doll. I shall take it. What do you want, May?

I want a kite. What will you sell this red kite for?

Can you fly a kite, May? Let me try to show you how boys fly kites. This is the way to do it. Now, run fast!

I must get a gift for mama. Oh! here is a card-case. I will take this for her. It will be just what she needs when she makes calls. She is going to call on your mama to-day, May. She told me so just before we came out into the yard. Mama is ringing the bell, and we must stop our play and go to her. Good-by, Joe.

## 3

Have you a note for me, postman?

Yes, Bill, here is a note for you.

Let me see what it is. It is from Joe.

Dear Bill:

Can you go to the mill with me to-day? We can play till dark and then papa will take us home. Do say, "Yes!" We shall have such a good time if May and you will go.

Your friend,

Joe.

Oh, May! let us run and ask mama if we may go. Let us ask Jane to go, too, and we shall put you and your doll in the go-cart and take you that way. Here is Jane with a box of candy for us all. Now let us go down the path.

## 4

Here we all are at the mill. Let us run a race to the bank. Now, you get the fish, Joe, and we shall pick up chips for a fire. Here are some nice chips. The men have chopped down a tree. May, you can help get them. That's a good girl.

Now, let us make a fire. How the chips burn! Do not burn your hand, May. See my big fish, girls. Isn't it a fine one! Now we shall put it on the hot fire and cook it. Isn't this fun to have a fire in the woods? I wish I had a tent to put up here to live in. I like the woods. See the bird take its bath. How it sings and seems to say:

"How do you do this fine day? I shall sing my song to the sun and to my mate all the day long, and then go to my nest."

Come, May, it is time to go home. Mama will wish to see us before it grows dark. Call your papa to take us back, Joe. Come, Jane,

let us put May and her doll in the cart and go. Here is Joe with his papa. The pale moon is in the sky, and the sun is low in the west.



Fay and Roy are twins. They get up at the same time. When the bell rings they run down to see mother and to get a kiss. "May we go to the lake and play?" they ask. Mama says, "Yes," and gives them a box of food that they like, and they run away. How the birds sing and seem to call to them from the trees!

They go down to the barn and drag out a cart, and put an ax and a rope in it. Then they go to the lake. Fay will fish, and Roy will

make a fire. He finds chips and chops the dry wood for his fire. Damp wood will not burn well. Fay has two fine fish, and the boys soon cook them on the camp-fire.

The boys sit beside the lake on the sand. They like to see the long waves roll in. They look for rocks to make a cave and camp. They need trees and brush to hide behind. They take the rope and drag a big tree up to the cave. They pile sand into a hill before the cave for a fort. They play that a king is in the cave, and he tells them what they must do.

They play for a long time and then take the path back to the farm, and tell mama what a good time they have had.

## ALPHABETICAL LIST FOR SECOND GRADE

art	boil	chip	dine	feet
ash	bone	chop	dirt	felt
back	book	clay	dish	few
bake	boss	clip	dive	file
bald	bull	club	doll	fill
ball	bump	cold	dome	find
band	burn	come	done	fine
bank	bush	cook	down	fire
bare	buy	cool	drag	fish
barn	buz(z)	crew	draw	fizz
base	cake	crow	drawn	flag
bath	call	cuff	drew	flat
bell	came	cur	drop	fold
belt	camp	cure	drum	fond
bend	cane	cute	dull	food
bent	cape	damp	dust	fool
best	card	dare	eye	foot
bill	care	dark	face	fork
bind	cart	darn	fade	form
bird	case	date	fall	fort
bite	cash	deck	fare	free
blew	cast	desk	farm	from
blot	cave	dime	fast	full
blow	cent	din	fell	fuss

game	hide	kiss	lung	must
gang	hill	kite	made	name
gate	hint	lace	make	neck
gave	hire	lad	mark	need
gift	hive	lake	mash	nest
girl	hold	lame	mate	new
give	hole	lamp	meet	nice
glad	home	land	melt	nine
gold	hood	lard	mend	none
good	hook	last	mess	noon
gown	hoop	late	mice	nose
grab	hope	lawn	mild	note
gray	hung	less	mile	oil
grin	hunt	life	milk	own
grip	hurt	lift	mill	pack
grow	ice	like	mind	page
hall	inch	line	mine	pale
halt	joke	live	miss	park
hand	jump	lock	moon	part
hang	just	long	more	pass
hard	keep	look	moss	past
hark	kept	lose	most	path
harm	kick	loss	move	peck
hash	kill	love	much	pick
hate	kind	luck	muff	pike
help	king	lump	muss	pile

pine	ring	shed	spot	this
pink	rise	ship	star	thus
pipe	rock	shop	stay	tile
plan	rode	show	step	till
play	roll	shut	stew	time
plum	roof	sick	stop	told
pole	room	side	such	toll
pond	rope	silk	sung	tone
pork	rose	sing	swim	took
post	rung	sink	tack	town
pray	sack	size	take	tree
prey	safe	skin	tall	trim
puff	sake	skip	tame	trip
pull	sale	slap	tank	trot
pump	salt	slip	tape	tuck
pure	same	slow	tart	turn
push	sand	snap	tell	twin
race	sang	snow	tend	vest
rake	sash	sold	tent	wage
rang	save	some	test	wake
rate	scar	song	than	wall
rent	seek	soon	that	want
rest	seem	sore	them	warm
rice	sell	sort	then	wash
rich	send	spin	they	wave
ride	sent	spit	thin	week

well	whip	wife	wing	wood
west	who	wild	wipe	word
what	why	will	wire	work
when	wide	wind	wish	yard

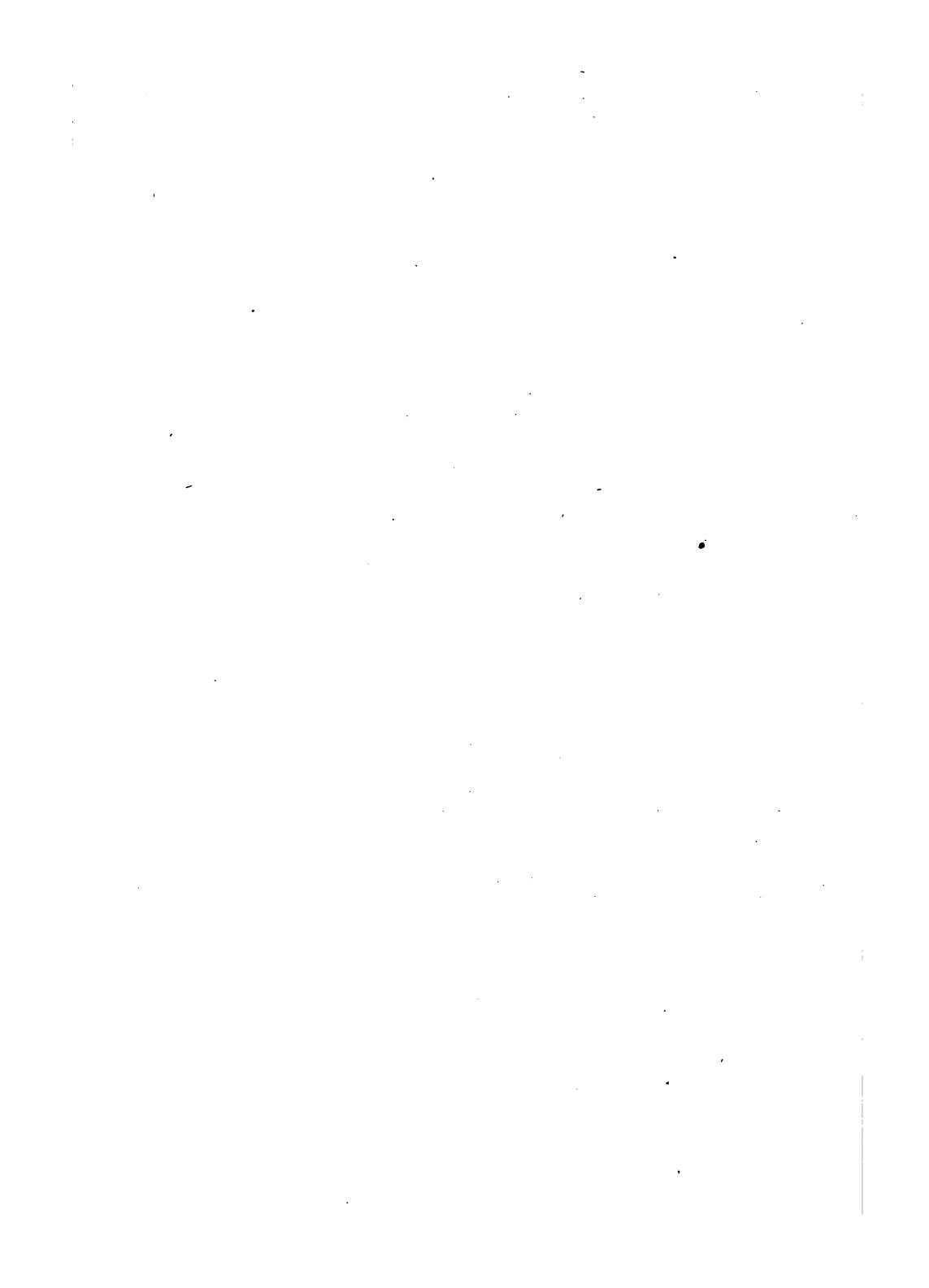
### COMPOUND WORDS

The words below are only a small part of the total number the children can form.

alike	beside	outlook
alive	bookcase	outside
along	daytime	pancake
arise	fireman	playmate
aside	football	postman
awake	forgive	pullman
barefoot	gangway	restless
baseball	good-by	salesman
bathroom	handsome	sawmill
become	hardship	snowball
bedroom	homelike	sometimes
bedtime	homesick	wildcat
behold	inside	windmill
belong	nightgown	wireless
	outcome	

✓

# **SUGGESTIONS TO TEACHERS**



## SUGGESTIONS TO TEACHERS

THE SPELLING VOCABULARY—The *Every-Day Spellers* are based on an investigation relating, in the first place, to the spelling needs of adults in American life who are not engaged in strictly literary pursuits. The results of this investigation have been published in *The Child and His Spelling*, and it is there shown what words are used most frequently and what ones only occasionally by persons in various walks of life. Since this investigation was completed a number of investigators have published the data derived from similar studies, and there is remarkable agreement among them all respecting the words which are actually employed by American people to-day in their written expression. So, it is now possible to state quite definitely what words a pupil should learn in order that his spelling needs later on may be adequately met.

The *Every-Day Spellers* include a very large proportion of the words found by *any* investigator to be of service in the written vocabulary of various groups of adults. These words are arranged by grades according to the interests and needs of pupils as they progress through the school. The number of words, calculated on a dictionary basis, in the various grades is as follows:

## EVERY-DAY SPELLER

	Proper Names	All Other Words
1st grade.....	..	215
2nd grade.....	..	375
3rd grade.....	7	393
4th grade.....	15	427
5th grade.....	1	582
6th grade.....	26	676
7th grade.....	25	417
8th grade.....	..	363
	—	—
	74	3,448

When it was discovered what words carry the burden of written expression, a number of spelling books were examined to see if each included these particular words, and also if it admitted words which are rarely or never used by the great majority of people. It was found that in certain of these text-books there are from two to five thousand words which are never found in the written vocabulary of most persons. It was found, too, that a few commonly used are not found in some of the spelling books. It seems apparent that in most text-books in spelling the lists have been compiled without close reference to the actual needs of pupils; but in the *Every-Day Spellers* these actual needs have determined alike each day's spelling list and the entire list for the eight grades.

**EFFECTIVE METHODS IN TEACHING SPELLING**—The authors of *The Child and His Spelling*, already referred to, investigated not only the spelling vocabulary of adults, but they also studied the way in which children learn spelling, and the difficulties which they encounter in the mastery of particular words. Experiments were conducted on a group of children, and a

minute record was kept of the spelling history, so to speak, of every word which was taught them. It was found that they learned some words readily, but other words which from their appearance did not seem to be especially difficult were learned only after prolonged effort. In some cases, words that appeared to be learned would be forgotten, and pupils would revert to their incorrect spelling. It became apparent, as a result of this inquiry, that there are crucial parts of words which require special attention in learning to spell. Experiments were made to determine how pupils could be helped most effectively to master these spelling difficulties. A study of the methods employed in a number of spelling books showed that as a rule no special attention was given to the critical parts of words. All words were presented throughout on the assumption that no one part offered resistance to learning more than any other part. But in the *Every-Day Spellers* the pupil's eye is drawn to the crucial parts of words, and he is given exercises designed to impress them upon his mind, and give him a mastery of them.

PHONETIC WORDS FIRST—The young child is aided in his first steps in spelling by having familiar words of similar sound, appearance and spelling taught together. In the *Every-Day Spellers* the words for the first grade, a total of 215, are with but few exceptions strictly phonetic. The exceptions are nine words ending in *ay*, having the sound of *ā*, two ending in *ow* having the sound of *ō*, and eight irregular ones which are grouped in Lessons 61 and 62. The authors of these books think it would be a mistake for a child to complete the first grade feeling that *all* words are spelled as they sound, and so he is introduced to some words that are not strictly phonetic.

The words in the first grade are monosyllabic, all but six

having not more than three letters, and these six have but four letters. A beginner can not easily learn to spell long words. It is different with reading in which he does not need to take account of each separate element in a word. In spelling he must be explicitly conscious of each letter, and he must retain the letters in their proper order. In his reading it is enough that he should appreciate the distinguishing characteristics in words, without discriminating each element. He can therefore read larger words than he can spell, in the first three grades at any rate. In the *Every-Day Spellers* this principle is carefully followed.

**PHONIC "FAMILIES"**—The first approach to spelling should be made with the feeling that words can be arranged in families according to their sounds. When one member of a family is learned it will be easy then to learn the other members. All the words in the first grade, except nineteen, are strictly phonetic.

The phonetic principle has been carried through most of the second grade. The words are short in this grade, too, comprising not more than four letters, with but one exception.

**THE SECOND GRADE**—In order to assist the pupil the words are presented in eight general groups:

1. Words ending in final *e*.
2. Words ending in one or two consonants, but having no double letters.
3. Words ending in double consonants.
4. Exceptions to the rule governing words in Group 3.
5. Words containing double vowels.
6. Diphthongs.
7. Words having silent letters.
8. Combinations which are not phonetic.

The phonetic principle is followed to a considerable extent in the third grade. Before he completes this grade, however, the pupil becomes aware of the fact that many words are not spelled according to their sound, and it becomes necessary for him to study each word and fix in memory its spelling, without depending wholly upon its sound. He is introduced to the principle that one part of a word may be spelled as it sounds, while another part may not be so spelled. He is impressed then with the need of being alert to observe which part of a word, if any, is not spelled according to its sound. From this point on to the end of the eighth grade the pupil is made aware of the necessity of a careful scrutiny of each word in order to determine what parts are non-phonetic. This matter is of such importance that it should be given special attention.

**CRITICAL STUDY OF WORDS**—All investigations of the psychology of spelling impress the need of the careful scrutiny of non-phonetic words. Spelling requires a very different process from reading. In the latter the pupil may associate the general appearance of a word with its meaning. He may overlook the details of many words, and still be familiar enough with them for the purpose of reading them. But when he comes to spell a word, he must be able to reproduce each detail in the order in which it occurs in the word. For this reason he must in the beginning be made explicitly aware of each letter. He will have the greatest success if he will early learn to take the initiative in the study of words to be spelled. Investigation has shown that most of the poor spelling of the majority of pupils is due to the fact that they have not acquired the habit of examining words critically, so that parts of words, or perhaps

the whole of certain words, are very indistinct, and can not be accurately reproduced.

In the *Every-Day Spellers* various methods are used to lead the pupil to study the words to be spelled. His attention is drawn by the use of conspicuous type to the elements in words that need particular attention. He is made to realize before he has completed the third grade that he can not pass over any word without noting specially how the non-phonetic parts of it are spelled. These books aim to give the pupil such directions that he will become self-helpful in detecting the crucial parts of words and mastering them; but the teacher should, to some extent in the second grade, to a greater extent in the third grade, and constantly in the grades thereafter, test the pupil to see that he is gaining ability to search out the troublesome parts of words and give them concentrated attention.

**LEARNING WORDS AS WHOLES**—While successful spelling requires that the pupil give explicit attention to the difficult elements in a word when he is learning it, still before he takes leave of it he should *use* it as a whole. He should spell it orally and write it as though it had no parts—as though it were a unit. The child in the first grade can do this with his simple phonetic words, spelling them orally the first half of the year, and writing them the last half. At the very outset he will have to be conscious of the letters, but before the year is over he will spell them so rapidly that the elements will fuse together into a unity, so to speak. The first time a child spells a word, whether in the first grade or in the eighth grade, the teacher will test him to determine whether he distinctly appreciates each letter. But the last time he spells it she will see to it that he handles the word as a whole rather than as composed of distinct letters.

Various methods are employed in the *Every-Day Spellers* to accomplish the purpose of giving the pupil a knowledge of each word first as composed of elements, and in the end as being a unit.

**THE TREATMENT OF SYLLABLES**—To assist the pupil in the first step of analysis of polysyllabic words he spells them by syllables. In order that he may recognize the syllables, they are suggested in the printing. There is a very slight break between the syllables, just enough to suggest to the eye what the divisions are. Every experienced teacher knows it is difficult to teach pupils to recognize the syllables in words, and this is one reason why they have difficulty with spelling. The child's ear does not detect syllables in spoken words. The elements are fused together. The child catches simply the general pattern of sound, and when he comes to construct it in detail, putting in each literal factor, he is bound to be confused. It is for this reason that the syllables in polysyllabic words are suggested in these books. But after the syllabic analysis the words are always to be used in sentences without the suggestion of syllabic divisions, for when the pupil actually employs the words in the expression of his thought he must not think of syllables, except when he is in doubt about the spelling. From the first word of more than one syllable introduced in the third grade, to the completion of the work of the eighth grade, this principle of analysis first and synthesis afterward is followed in these books.

**MASTERY OF WORDS**—Good spelling requires that a pupil should acquire a feeling of being master of ordinary words. This means that he should work with words and actually construct them himself. Familiarity with words through the eye

as seen in reading is not enough for spelling efficiency. The use of words in writing is of far greater value for spelling than simply reading them or reproducing them orally. But the best kind of experience to develop a feeling of mastery is gained from *word-building*, and the construction of words to illustrate a given plan or pattern. It is also helpful to choose words that belong to certain "families." When the young child is given the word "rat," for instance, and is asked to think of all the words he can that belong to this "family," he will have an experience which will develop a feeling of intimate acquaintance with the words he selects. This principle of word-building and comparison is applied throughout these books. It is given greater emphasis in the higher than in the lower grades, because as he progresses through the school a pupil has an ever-widening range of experience which will enable him to be original and constructive in choosing words to illustrate a certain type of spelling, or to build words on a given pattern. Teachers should make use of every opportunity to give pupils practise of this kind. When one must use a principle of spelling himself in choosing and constructing words he will appreciate that principle better and observe it with greater success than if the words to which it relates were all set out before him to learn memoriter. In these books advantage is taken of every opportunity to make the pupil original and self-active in discovering similarities as well as dissimilarities in spelling. The teacher will find in many of the lessons directions to pupils to observe the ending of each word and note the effect which it has on the pronunciation of the word or upon the doubling of letters, and so on. As far as can be done, the pupil must discover every rule governing spelling. In his lessons he is directed what to look for, but he

is not told what he will find. He is directed to apply a principle which he has seen illustrated in his lessons to words which are not given in his lists. The teacher can make use of the inventiveness of the more active members of a class to stimulate the others. This will introduce a competitive element into the work which will be invigorating in any class.

**USING WORDS AS THEY OCCUR IN EVERY-DAY LIFE**—The fundamental principle underlying the methods and devices employed in this *Series* is that before the pupil quits any word for good he should employ it as fully as possible in the way in which he will have need for it in every-day life. This requires that as soon as he can write he should use every word he learns in sentences. These sentences should be as nearly as practicable like the sentences in which the words being learned occur in every-day usage. In the lower grades the sentences will necessarily be very simple. In the higher grades they will be more complex. In the highest grade they will relate to the elementary phases of the intellectual, social, moral, political and industrial life in the environment. In some cases the sentences will be dictated. In other cases the pupil will be required to construct his own sentences. Occasionally he will reproduce from memory a selection of prose or poetry in which the words in question occur. The pupil's spelling habits should be in writing, though his first attack upon a word should be in spelling it orally. There should be in most lessons a rapid oral reproduction of words, but most of the time in the higher grades should be devoted to writing.

**MAKING SPELLING INTERESTING**—When spelling is taught simply by assigning a certain number of words to be spelled orally or written each day, pupils are likely to find the work

dull and uninviting. In these books a variety of devices have been made use of to relieve the monotony of spelling. A generous use has been made of pictures, but these are utilized for the purpose solely of the teaching of spelling. Every lesson is a spelling lesson; but the pupil will not feel that every lesson is a spelling grind. When he is asked to write a story about a picture, using certain words to be learned, he will realize that he must use these words correctly, but at the same time the picture will make a strong enough appeal to him so that he will find pleasure in telling a story about it. This type of exercise is given quite freely in these books, but it is not confined always to writing about pictures. Many topics are suggested which lie within the pupil's experience.

**USING WORDS AUTOMATICALLY**—The principal need for spelling which pupils will have in mature life will be to use words in the expression of their own thinking. In order that this need may be met they must gain such mastery of words that they can use them more or less automatically so that their thought will not be arrested. And in order to use them in this way they must become habituated to their use in this manner in the school. Psychological experiment has shown that a pupil may be able to spell words in a column, but when he is required to use them in sentences of his own construction while he is working out a thought, he may misspell them. It is generally true that if you vary slightly a situation in which a certain habit was formed, the habit is not likely to function without error.

Applying this last principle, the plan is followed in these books of frequently giving familiar phrases as well as single words to be spelled. Of course, a pupil can not spell any phrase

until he has gained a considerable mastery of single words, but in the higher grades he can spell such phrases as "running swiftly," "development of character," "heroes of peace," and the like. The teacher can apply this principle as extensively as opportunity will permit. The pupils themselves can take the suggestions given in these lessons and carry them out in a great variety of ways. If there is time for it the teacher can say, "See how many familiar phrases you can write for the next class." There can not be too much of this type of work.

**REPEATED USE**—Investigation has shown that often pupils who have "passed" in the work of the fourth grade, say, can not spell the fourth-grade list when they have reached the sixth or seventh or eighth grade. The only way the teacher can be sure that words once learned will be retained is by having them used repeatedly. In these books this principle is kept in mind, and words learned in one lesson or in one grade, are in many cases used again later on. The plan is to keep a word in use until there is reasonable certainty that it is permanently learned. This can not be done if words learned in one grade are never used in succeeding grades.

At the end of each grade the words which have been taught in that grade are given alphabetically. The teacher in any succeeding grade can at a glance see what words her pupils should know. She should begin the work of the year by a review of the lists of preceding grades. No word studied in a previous grade should be let pass until the teacher is assured that it is thoroughly mastered.

**LEARNING RULES**—In *The Child and His Spelling* are given the results of an extensive inquiry regarding the value of learning rules in spelling. Many adults testify that they can recall

scarcely a single rule, though in their earlier years they learned many of them. In these books a few rules are given, but they are not introduced until the pupil has had illustrations of their application. They are derived inductively; the pupil is led to construct his own rules. When rules are stated they are phrased very simply. Unless this is done the pupil is rather confused than helped by a rule. University students who have been examined have testified that in some cases they have been hindered by rules, because they seemed so involved and technical. If the teacher thinks that a pupil at any time does not understand a rule clearly she should not go forward until the confusion has been cleared up. Care has been taken in these books to give only the rules that relate to matters of fundamental importance in spelling.

**SELF-TEACHABLE LESSONS**—These books are constructed on the plan of making directions to pupils so explicit that they can be followed without interpretation or supervision by the teacher. The pupil will not be in doubt as to what he is required to do in any lesson. From first to last all suggestions and directions have been made simple, clear and direct; and in printing, all directions to pupils have been distinguished by the use of special type and by spacing. This has been done partly to save the pupil's energy and to avoid confusion, and it has been done also to conserve the teacher's time. The lessons after the third grade are worked out for twenty-minute periods. If the teacher has more time or less time than this she can easily adjust the lessons to meet the requirements.

**DIACRITICAL MARKS**—It has already been suggested that the principle is followed in this *Series* of having pupils use words in school as nearly as possible as they will need to

use them in every-day life. Since people never use diacritical marks in actual life they should not write them in their spelling exercises in school. But to aid pupils in detecting the exact sounds of vowels, diacritical marks are used with a few type words. These type words are simply suggestive. The pupil becomes familiar with words as he will see them and write them regularly.

**USE OF THE DICTIONARY**—In some text-books on spelling pupils are constantly sent to the dictionary to find out facts of pronunciation and construction. In the *Every-Day Spellers* reference is made to the dictionary occasionally, but the time and energy of the pupil are not drawn upon heavily in this way. Pupils are led on the basis of their previous experience to think out new modes, either of construction or of pronunciation. Instead of depending wholly on the dictionary, pupils are encouraged to depend on their own penetration and resourcefulness. The teacher should develop *self-helpfulness* in these matters as fully as possible. Instead of saying constantly, "Look this up in the dictionary," she should say, "See if you can work this out in the light of what we have already had."

